

**KENTUCKY EDUCATIONAL COLLABORATIVE  
FOR STATE AGENCY CHILDREN (KECSAC)  
PROGRAM IMPROVEMENT TOOL**

**Program Name** \_\_\_\_\_

**District** \_\_\_\_\_

**Site Visit Date(s)** \_\_\_\_\_

**Program/School Administrator(s)** \_\_\_\_\_

**Program Improvement Specialist(s)** \_\_\_\_\_

\_\_\_\_\_

**Directions:** Identify (x) the performance level of each standard-indicator that best reflects the current level of program development and/or implementation.

**RUBRIC**

**Levels of Program Performance**

**Ratings: (4 – high/1 – low)**

- |             |   |          |
|-------------|---|----------|
| • <b>EX</b> | <b>Exemplary</b><br>Level of Development and Implementation                         | <b>4</b> |
| • <b>FF</b> | <b>Fully Functioning and Operational</b><br>Level of Development and Implementation | <b>3</b> |
| • <b>LP</b> | <b>Limited or Partial</b><br>Development and Implementation                         | <b>2</b> |
| • <b>LN</b> | <b>Little or No</b><br>Development and Implementation                               | <b>1</b> |
| • <b>NA</b> | <b>- Not Applicable</b> (Explain in Monitor Comment Section)                        |          |

## ACADEMIC PERFORMANCE (CURRICULUM)

<b>Standard 1: Curriculum (rigorous, intentional, and aligned to state and local standards)</b>	<b>EX 4</b>	<b>FF 3</b>	<b>LP 2</b>	<b>LN 1</b>	<b>NA</b>
<b>1.1a:</b> Curriculum is aligned with state or local district documents.					
<b>1.1b:</b> Discussions take place among education and treatment staff regarding curriculum standards.					
<b>1.1c:</b> Discussions occur among teachers to reduce curriculum gaps.					
<b>1.1d:</b> Communication exists among teachers to ensure a focus on key curriculum transition points among grade levels and content area.					
<b>1.1e:</b> Curriculum is linked to specific continuing education, life and career options.					
<b>1.1f:</b> A process is used to monitor, evaluate and review curriculum.					
<b>1.1g:</b> A common academic core curriculum is available for all students.					
<b>* 1.a:</b> Curriculum selection is dependent on student grade, functional and performance levels, learning styles, multiple intelligences, emotional intelligences and behavior management needs and includes control for individual and small group instruction.					
<b>* 1.b:</b> Character education, social skill, and behavior competence curricula are integrated within the education and treatment program components.					

\* Alternative Education Research-Based Strategies

**Samples of Supporting Evidence:**

State Documents	Local Documents	Program Improvement Plan
PD Plans	Meeting Records	Interviews
Observations	Individual Graduation Plan (IGP)	CATS Data
Professional Resources/Materials	Units of Study	Lesson Plans
Individual Education Program (IEP)	504 Plan	Gap Analysis
Social Skills Curriculum	Other	

**Standard 1 – Comments:** (KECSAC Program Improvement Specialists)

## ACADEMIC PERFORMANCE (ASSESSMENT)

<b>Standard 2: Program uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.</b>	<b>EX 4</b>	<b>FF 3</b>	<b>LP 2</b>	<b>LN 1</b>	<b>NA</b>
<b>2.1a:</b> Classroom assessments are frequent, rigorous, and aligned to Kentucky's Core Content.					
<b>2.1b:</b> Teachers and other educational staff collaborate on authentic assessment tasks that are aligned with Kentucky's Core Content for Assessment.					
<b>2.1c:</b> Students can articulate academic expectations and know requirements to be proficient.					
<b>2.1d:</b> Formal and informal assessments are used to identify individual student curriculum gaps.					
<b>2.1e:</b> Multiple and varied assessments provide feedback on student learning.					
<b>2.1f:</b> Teachers use performance standards and performance level descriptions to develop scoring guides that are shared with students.					
<b>2.1g:</b> CATS coordination exists between the district and this program. Results are available, reported and include alternate portfolios when applicable.					
<b>2.1h:</b> Student work is analyzed to inform instruction, revise curriculum, and obtain information about teaching and learning.					
<b>*2.a:</b> Formal and informal assessments are used to identify causes of behavior, reasons for the behaviors, replacement behaviors, student interview/involvement and multi-component interventions that influence student learning.					
<b>*2.b:</b> Education and treatment staffs collaborate and use behavior, social rating, learning style and career interest assessments to improve student learning.					
<b>**2.c:</b> Students are assessed formally and/or informally within 30 days of enrollment to determine educational needs.	Yes		No		

\* Alternative Education Research-Based Strategies

\*\* KECSAC (documentation required)

**Samples of Supporting Evidence:**

Samples of Assessment	Student Work/Product Samples	Program Improvement Plan
IGP	IEP	IPI
Scoring Guides/Rubrics	Student Portfolios	Interviews
Performance Levels	PD Activities or Plans	Professional Materials/Resources
Lesson Plans	Units of Study Accompanying Assessment Tasks	CATS Data
Signed Code of Ethics documents	Schedules	Writing Samples
Other		

**Standard 2 – Comments:** (KECSAC Program Improvement Specialists)

## ACADEMIC PERFORMANCE (INSTRUCTION)

<b>Standard 3 – The instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic.</b>	<b>EX 4</b>	<b>FF 3</b>	<b>LP 2</b>	<b>LN 1</b>	<b>NA</b>
<b>3.1a:</b> Varied instructional strategies are used in all classrooms.					
<b>3.1b:</b> Instructional strategies and learning activities are aligned with district, school and state learning goals and assessment expectations.					
<b>3.1c:</b> Strategies are monitored/aligned to address behavior management needs, individual student intelligences, learning style, and social skills needs. An Individual Plan of Instruction (IPI) and/or Individual Education Plan (IEP) is developed for each student.					
<b>3.1d:</b> Teachers demonstrate the content knowledge needed to motivate students to high levels of learning.					
<b>3.1e:</b> Teachers incorporate technology in the classroom.					
<b>3.1f:</b> Instructional resources are sufficient to effectively deliver the curriculum.					
<b>3.1g:</b> Teachers review student work for curriculum, instructional, and assessment implications.					
<b>*3.a:</b> High-quality academic instruction that is aligned with individual student learning needs is evident.					
<b>*3.b:</b> Highly structured classrooms include behavior management and student self-management skills instruction.					
<b>*3.c:</b> High-quality diagnostic instruction has value, meaning and relevance for students.					
<b>**3.d:</b> All educators meet state certification requirements.	Yes		No		

\* Alternative Education Research-Based Strategies

\*\* KECSAC (documentation required)

**Samples of Supporting Evidence:**

Lesson Plans	CATS Data	Other
Student Work	Units of Study	Observations
Interviews	Class Syllabi	PD Plan
Classroom Assessments	Budget Allocations	Meeting Notes
Program Improvement Plan	Individual Plan of Instruction/Individual Education Plan	

**Standard 3 – Comments:** (KECSAC Program Improvement Specialists)

## LEARNING ENVIRONMENT (CULTURE)

<b>Standard 4 – The district, schools, and program function as an effective learning community and support a climate conducive to performance excellence.</b>	<b>EX 4</b>	<b>FF 3</b>	<b>LP 2</b>	<b>LN 1</b>	<b>NA</b>
<b>4.1a:</b> Leadership supports a safe, orderly and equitable learning environment.					
<b>4.1b:</b> Leadership, teachers, treatment, and other support staff believe and strive for high achievement.					
<b>4.1d:</b> Education (teachers) and treatment staffs are involved in decision-making.					
<b>4.1g:</b> Teachers communicate student progress.					
<b>4.1h:</b> Teachers care about students and inspire their best efforts.					
<b>*4.a:</b> Equity and diversity are valued. All aspects of the program reflect consistency, uniformity, fairness, and support by all staff.					
<b>*4.b:</b> Highly structured classrooms include behavior management and provide opportunities for high rates of positive reinforcement.					
<b>*4.c:</b> Constructive, rather than punitive, emphasis in behavior management offers rewards for acceptable behavior and compliance.					
<b>**4.d:</b> The teacher pupil ratio for on-site state agency school programs shall average, based on annual average daily attendance, no more than ten (10) students to (1) teacher without a classroom aid and fifteen (15) students to one (1) teacher with a classroom aid.	Yes		No		

\* Alternative Education Research-Based Strategies

\*\* KECSAC (documentation required)



**Samples of Supporting Evidence:**

Safety Plans	Discipline Handbooks	Surveys
Mission/Belief Statements	Program Improvement Plan	IEPs, IPIs
Observations	Interviews	Schedules
Meeting Reports	Individual Treatment Plans	Standard Operational Procedures (SOP)
(ITPs)	Other	

**Standard 4 - Comments:** (KECSAC Program Improvement Specialists)

## LEARNING ENVIRONMENT (SUPPORT)

<b>Standard 5 – The district, schools, and program work with families and community groups to remove barriers to learning in a effort to meet the intellectual, social, career, and developmental needs of students.</b>	<b>EX 4</b>	<b>FF 3</b>	<b>LP 2</b>	<b>LN 1</b>	<b>NA</b>
<b>5.1a:</b> Families and communities are active partners in the educational process and work with internal school/district and external community partners to promote programs and services for all students.					
<b>5.1b:</b> Structures are in place to ensure that all students have access to all curricula.					
<b>5.1c:</b> Organizational structures and supports are in place to reduce barriers to learning.					
<b>5.1d:</b> Students are given instructional support beyond the school day and outside of the classroom.					
<b>5.1e:</b> An accurate student record system is in place to provide timely information about student academic and non-academic performance.					
<b>*5.a:</b> Adult mentors use constructive reinforcement.					

\* Alternative Education Research-Based Strategies

**Samples of Supporting Evidence:** Identify by indicator number/letter.

Staff interviews	Parent interviews	Visits/Observations
Volunteer Schedule	Surveys	Program Schedules
Lesson Plans	Communication Copies	IEPs, IPIs, ITPs
Individual Graduation Plans (IGPs)	Co-curricular programs	Student Records
Mentoring/Tutoring Program	Other	

**Standard 5 – Comments:** (KECSAC Program Improvement Specialists)

## LEARNING ENVIRONMENT (PROFESSIONAL DEVELOPMENT)

<b>Standard 6 – The district, schools, and program provide research-based, results-driven professional development opportunities for staff and implement performance evaluation procedures in order to improve teaching and learning.</b>	<b>EX 4</b>	<b>FF 3</b>	<b>LP 2</b>	<b>LN 1</b>	<b>NA</b>
<b>6.1a:</b> Long-term professional growth needs are met for all staff.					
<b>6.1b:</b> Staff capacity is built for administrators, teachers, treatment, and other support staff with on-going PD.					
<b>6.1c:</b> Staff development is aligned with student performance goals.					
<b>6.1e:</b> PD is ongoing, job-embedded and aligned with test data.					
<b>6.2.b:</b> Leadership provides sufficient PD resources.					
<b>6.2e:</b> Instructional leadership needs are addressed in the comprehensive district/school/program improvement plan.					
<b>6.2f:</b> Leadership provides evaluation and follow-up support in line with district procedures and the program has a clearly defined staff evaluation process.					
<b>*6.a:</b> Education and treatment staffs use PD and student need assessment data to identify interventions and measure specific student outcomes.					
<b>**6.b:</b> An individual growth plan is available and is supported by an individual professional development plan for all education staff.					

\* Alternative Education Research-Based Strategies

\*\* KECSAC (documentation required)

**Samples of Supporting Evidence:**

Program Improvement Plan	Individual Growth Plans	PD Offerings
Surveys/Interviews	Observations	Interviews
Staff Evaluations	School Calendar	PD Activities
Other		

**Standard 6 – Comments:** (KECSAC Program Improvement Specialists)

## EFFICIENCY (LEADERSHIP)

<b>Standard 7: District, schools, and program instructional decisions focus on support for teaching/learning, organizational direction, high performance expectations, learning culture, and developing leadership capacity.</b>	<b>EX 4</b>	<b>FF 3</b>	<b>LP 2</b>	<b>LN 1</b>	<b>NA</b>
<b>7.1b:</b> Leadership decisions are collaborative and data driven.					
<b>7.1d:</b> Leadership disaggregates data and decisions are based on this data.					
<b>7.1k:</b> Leadership demonstrates academic performance, learning environment, and efficiency skills.					
<b>**7.a:</b> Leadership works collaboratively with staff, students, parents/guardians, families and communities for involvement and effectiveness.					
<b>**7.b:</b> Leadership interviews prospective new teachers and provides the local school district with interview results.					
<b>**7.c:</b> Leadership designates a school administrator who is the instructional leader of the educational program.	Yes		No		
<b>**7.d:</b> Designated School Administrator attends required State Agency Children School Administrator Association (SACSAA) meetings	Yes		No		
<b>**7.e:</b> Leadership reinforces the program mission, beliefs and goals.					
<b>**7.f:</b> Leadership regulates policies, establishes procedures and reinforces practices to create a positive climate.					

\* Alternative Education Research-Based Strategies

\*\* KECSAC (documentation required)

**Samples of Supporting Evidence:**

Mission/Belief Statement	Program Improvement Plans	Survey
Interviews	PD Activities	Schedules
Staff Meeting Records	Observations	Budget
Units/Lesson Plans	Student Data Results	Administrator Growth Plans
Other		

**Standard 7 – Comments:** (KECSAC Program Improvement Specialist)

## EFFICIENCY (RESOURCES/ORGANIZATION)

<b>Standard 8: The program is organized to maximize the use of all available resources to support high student and staff performance.</b>	<b>EX 4</b>	<b>FF 3</b>	<b>LP 2</b>	<b>LN 1</b>	<b>NA</b>
<b>8.1a:</b> Program is organized to maximize use of all available resources to support high student and staff expectations.					
<b>8.1b:</b> Master and student schedules reflect that all students have access to all of the curriculum.					
<b>8.1c:</b> Staff is allocated and organized according to the learning needs of students					
<b>8.1d:</b> Staff makes efficient use of instructional time to maximize student learning.					
<b>8.2a:</b> District/school/program resources are equitable.					
<b>8.2b:</b> Discretionary funds and resources are allocated on databased needs.					
<b>**8.1g:</b> Normal accounting procedures are followed and records are available.					
<b>**8.1h:</b> Students are included in the district count for allocation of technology funds and have access to Kentucky Education Technology System (KETS).					
<b>**8.1i:</b> Instructional materials are comparable (quality/quantity) to those provided to regular school students.					
<b>**8.1j:</b> Adequate space is provided for education and treatment services that meet state regulations.					

\* Alternative Education Research-Based Strategies

\*\* KECSAC (documentation required)



**Samples of Supporting Evidence:**

Program Improvement Plan	Master Schedule	Interviews
Student Schedules	Surveys/Assessments	Meeting Minutes
Teacher Certifications	Discipline Logs	Suspension Logs
Financial Reports	Lesson Plans	Budget
Other		

**Standard 8 – Comments:** (KECSAC Program Improvement Specialists)

## EFFICIENCY (PLANNING)

<b>Standard 9: The district, schools, and program develop, implement, and evaluate a comprehensive and effective plan that communicates a clear purpose, direction and action plan focused on teaching and learning.</b>	<b>EX 4</b>	<b>FF 3</b>	<b>LP 2</b>	<b>LN 1</b>	<b>NA</b>
<b>9.1a:</b> A collaborative process is used to define the program's vision, mission, belief and goal statements.					
<b>9.2a:</b> The planning process includes collecting, managing and analyzing academic and non-academic data.					
<b>9.2b:</b> Data is used to identify priority needs for program improvement.					
<b>9.3c:</b> Desired results for student learning are defined by the program improvement plan.					
<b>9.5a:</b> An improvement plan with goals, objectives, strategies, activities, resources, timelines and person(s) responsible is developed collaboratively.					
<b>9.6d:</b> Continuous program improvement is demonstrated by implementation and impact checks.					
<b>**9.a:</b> Student writing portfolios and/or working folders are forwarded to the receiving school as part of the educational records when a youth transitions from a program.	Yes		No		
<b>**9.b:</b> Educational records are requested from the sending school.	Yes		No		
<b>**9.c:</b> Educational records are forwarded to the receiving school within five days following the release of the student from the school/program.	Yes		No		
<b>**9.d:</b> An educational passport is prepared.	Yes		No		
<b>**9.e:</b> The Kentucky Department of Education mandated school days (175) with 6-hours instructional time are provided.	Yes		No		
<b>**9.f:</b> An annual interagency agreement between the local school district and the treatment program exists.	Yes		No		
<b>**9.g:</b> School personnel participate in treatment planning meetings.					
<b>**9.h:</b> Time sheets for educational and treatment staffs are maintained.	Yes		No		
<b>**9.i:</b> Personnel who are assigned to the program are afforded all the amenities of school district faculty and/or staff.					
<b>**9.j:</b> The KECSAC mandated extended school calendar includes 35 additional days, each with a minimum of 4 hours of direct instruction.	Yes		No		

\* Alternative Education Research-Based Strategies

\*\* KECSAC (documentation required)

**Samples of Supporting Evidence:**

Program Improvement Plan	Vision/Mission/Belief Statements/Goals	Survey Results
Interviews	Academic/Non-Academic Data	Meeting Minutes
Master Schedule/Calendar	Writing Portfolios/Folders	Educational Passports
Memorandum of Agreement	Interagency Agreement	Educational Records
Time Sheets	KECSAC extended calendar	Other

**Standard 9 – Comments:** (KECSAC Program Improvement Specialists)